

CHAPTER I

INTRODUCTION

A. Background of Study

Reading and writing are two activities that link each other. As a part of language skill, writing is very important to support communication among human being. In learning language, there are four language skills in studying English; listening, speaking, reading and writing. The students have to master the four of language skills so they can use English actively. These skills can be defined into two groups. The first is receptive skill and the second is productive skill. Receptive skills are listening, reading and productive skills are speaking and writing. These skills are quite important for their future especially writing skill. As writing is generally defined as the activity of requiring transfers and organizes the ideas into meaningful transcript text or written form. In education context, writing is considered as one of the four building blocks of the language. It means that writing is important in the language development, it is also regarded as an act of communication, which means writing can transfer the message in the written form to the readers. Since writing gives opportunity to explore new information, to use the information and transcript the information into a paragraph, many functions are attached to the writing activity. They will give more information in English. This information can be got from speaking and writing. Among the four skills, writing is the most difficult and sophisticated

one. As writing is productive skill and also an activity that needs more creativity in writing because it can produce something to write. The students can put pen to paper on their idea in a text, or poem if there is a topic that they want to write. Before writing, students must have a topic and more focus on that topic to write. Besides that as foreign language learner, the students should be able to organize ideas and to clarify concepts as well to absorb and process information. It makes the students as active learners rather than passive receiver of information.

According Richards & Renandya (in Fauziati, 2010) writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. Harmer (2004: 33) states “writing is integral part of a large activity where the focus is on something else such as language practice, acting out, or speaking.”

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some thinking that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare

for the final outcome.

Writing is as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the students. Students have to focus on the topics that students write. Writing is used to help students to perform a difference kind of activity. It also can increase the vocabulary of students. By writing, students will write many vocabularies, so it makes students easier to remember that. This activity gives opportunity of students to encourage new grammar and vocabularies. This activity is so simple to make students practice in writing. In other hand, writing makes students more focus on their writing and developing their mind new knowledge depend on what they write. They think that writing is not an easy subject to do. It has the complex rules based on the kind of writing. Writing is as a process to get product influenced by some elements such as the control of content, format, sentence, structure, vocabulary, punctuation, spelling and so on. In the writing English subject, students have to know and understand those elements. Students have learnt kinds of text in writing skill. They should produce written text such as simple functional text in the recount text, narrative text, news items, procedures, and descriptive text.

Descriptive text is a type of text function to describe particular person, animal, place, thing or event. The content of text of course has a rule and formation called generic structure or text organization. The generic structure of descriptive text are Identification and description. Descriptive text also has the gramatical features and the significant characteristisc as gramatically.

Significant grammatical structure as follows: focus on specific participants use of attributive and identifying processes frequent use of epithets and classifiers in nominal groups use of simple present tense. The students can use simple present and adjective clause in writing descriptive text. The difficulties of students' writing skill on descriptive text at tenth grade because some of factors: the students, the teachers and the methods are used in learning.

Based on preliminary researcher observation at SMKN 1 Geger that the students were not interested with the lesson and did not pay attention teacher's explanation. So they did not understand the lesson. They were not interested in the subject matter and have limited skill to understand what the teacher explained. In some case, the students cannot write down well the descriptive text because the students lack of the vocabularies and also lack of knowledge background. They do not have motivation to remember vocabularies.

The researcher had assumption that the teachers of SMKN 1 Geger have less creative teaching to make students interested in learning and increase the students' writing skill. The teacher still used simple method and it is not interesting in teaching learning. They should improve students' interest or idea and make students focus on the lesson. They can give motivation and can be a real method in teaching writing. They sometimes only ask students to answer question than to practice it. The teacher is not creative in using the methods, so the methods do not improve and do not take

an advantage of learning media. The method should make students more active and make students easy to understand the lesson.

In teaching writing at tenth grade, the teacher guides or instructs the students the way to write correctly in learning English. The methods that are usually used to teach writing at tenth grade is to match picture and arrange the sentences become a paragraph. In method of matching picture, the students' activity is to match the pictures with sentences which have been provided. And then the sentences were rewritten by arranging sentences become a paragraph. The researcher conducts the research about teaching writing deeply descriptive text by using tourism object video especially at Vocational School. At SMK Negeri 1 Geger, especially at tenth grade.

Based on the researcher observation about the teacher's method is not proper to increase the students' writing skill, because if they just match the pictures with sentences which have been provided, it does not give a freedom for students to express or to explore existing idea, opinion or imagination in their mind. So the researcher uses tourism object video in teaching writing descriptive text. In teaching using audiovisual or, the teacher presents the picture and voice concurrently, so that it makes anything or message can be accepted by students. It makes stronger to record their memory and can help students to express anything or message they got from story after they watch video.

The researcher used tourism object video in teaching writing descriptive text, because it can help the students to write down easily,

interesting and they enjoy the lesson as well. In addition, it can develop to assist students' exercise in writing individually. The tourism video object is effective for the students to increase their writing skill. They expect the English lesson easily, Because the tourism object video can explore their idea and become more creative. By giving tourism object video the research hopes that the students can explore what they have an idea to express the sentences in writing descriptive text.

The reason for choosing the topic is writing descriptive text using tourism object video. As writing is one of English basic skill which is important to be learnt. It is unlike spoken, written need accuracy in the composition. There are rules of grammar on writing. Researcher needs diligence and consistency to master writing. It needs a strategy so it can be learned easily.

The mistakes in the teaching will not make learning interesting. That situation cannot make students understand the material comprehensively. In the descriptive text teaching, the teachers ask students to compose descriptive text by sitting in the class without observing object described. Writing needs inspiration and imagination. The teachers should guide students to observe the tourism object video which will be written in descriptive text directly.

Some reasons for choosing the topic are :

1. The learning through tourism object video can be conducted easily. Teacher guides students to watch the tourism object video

in LCD of class and observe it to be inspiration in descriptive text writing.

2. The teachers can use tourism object video as learning source. It is for introducing students with their knowledge by observing the picture from video.
3. Open situation can refresh students' mind so that they can express idea easily. Their imagination can be developed.
4. By observing tourism object video directly, students can depict object in detail and accurately.

By the learning, writer hopes that it can improve the learning motivation and student's writing skill in descriptive text. That is the reason why the researcher chooses this title.

Based on the reasons above, the researcher conducted the research entitle " The Effectiveness Of Teaching Writing Descriptive Text Using Tourism Object Video at The Tenth Grade Of SMK Negeri 1 Geger In The Academic Year 2013 / 2014 .

The research about writing had been done before, that are Putri (2012) who used tourism brochure to teach writing Descriptive text. Suryana (2012) used direct method to teach writing, Setiani, Husin, and Sudarsono (2012) conducted research using unworded pictureas to teach descriptive text writing skill, Rosyada (2010) used mind mapping to teach writing, Styati (2010) used clustering technique to teach writing skill viewed from students' linguistic intelligence, Sa'diyah (2010) used a

picture series-aided learning strategy to improve writing descriptive text, Kristanti (2011) conducted descriptive text writing ability, Rahma and Meisuri (2011) they concerned with the improvement of students' achievement in writing descriptive text by applying questioning technique, Mawadah (2009) used mind mapping strategy, Muzaki (2012) conducted the use of environmental media to improve students' descriptive text writing, Astuti (1012) conducted teaching writing descriptive text through specimen.

The former research which had been done by by using tourism object video wasn't done yet. In this case the researcher would like to complete the research tries to use tourism object video. All the reseach above focuss on writing descriptive text. The position this research to continue previous the research by Putri (2012), Suryana (2012), Setiani, Husin and Sudarsono (2012) the present researcher focuses the use of tourism object video to teach descriptive text at the tenth grade of SMK Negeri 1 Geger in the academic year 2013/2014, whether tourism object video effective to increase students' writing skill to get achievement at the tenth grade of SMK Negeri 1 Geger in the academic year 2013/2014 and also students and teachers face some problem or not.

From all of above studies there is similarity between their research and my research is that the research focus is writing skill in descriptive text and uses a quasi-experimental research .

There is a difference between their researches with my research.

Those are that they used tourism brochures, Star strategy, Direct Method, unworded pictures as a teaching aid and environmental media in their research but the researcher uses tourism object video in my research. There are other some researches which have research focus in writing skill of descriptive text. But researcher has not found the same research as my research.

B. Research Problem

In this study, the researcher focuses on a certain problems . The major problems in this study are as follows:

1. How is the students' writing skill before being taught using tourism object video at the tenth grade of SMK Negeri 1 Geger in the academic year 2013/2014?
2. How is the students' writing skill after being taught using tourism object video at the tenth grade of SMK Negeri 1 Geger in the academic year 2013/2014?
3. Is tourism object video effective to increase students' writing skill at the tenth grade of SMK Negeri 1 Geger in the academic year 2013/2014 ?
4. Do the students encounter some problems in writing skill using tourism object video ?

5. Do the teachers also encounter some problems when teaching the students in writing descriptive text using tourism object video at SMKN 1 Geger in academic year 2013/2014 ?

C. Objective of the Research

Based on the formulation above, the objectives of this research are:

1. To describe the students' writing skill before using tourism object video in SMK Negeri 1 Geger.
2. To describe the students' writing skill after using tourism object video in SMK Negeri 1 Geger.
3. To identify the effectiveness of using tourism object video to increase the students' writing skill at tenth grade of SMK Negeri 1 Geger.
4. To know whether the students have some problems in writing skill using tourism object video.
5. To know whether the teachers have problem to teach writing skill to students of tenth grade of SMK Negeri 1 Geger in academic year 2013/2014.

D. The Benefit of the Research

The result of the research is useful for English Foreign Language Classroom. In this case, the writer shows the functions of this result. The functions conclude to researcher, students, teacher, and school.

1. Theoritically
 - a. The result of the research can be used as input in English teaching-learning process, especially in teaching writing descriptive text.

- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practically

a. For students

The result of this research can assist the students to increase their motivation, their learning writing and will attract their interest in learning English writing since they serve a lot of fun and pleasure then their writing skill can be developed. It can give input to improve their ability and competence in writing skill. The students will also learn how to write easily by using tourism object video.

b. For teacher

The researcher hopes that the result of this research will be useful for teachers of readers, in order that they can use it in the teaching learning process, to make the students more interested in studying English, especially in studying writing descriptive text. And also the teacher would be more creative and creative again in teaching learning process and the students don't feel bored but more interested. Tourism object video can be used as one education aid to develop students' writing skill or well as to avoid the students' difficulty in teaching learning process of writing skill. Therefore, the result of this research is expected to be useful for the teachers. The teacher can use this way in teaching writing

descriptive text..

c. For school

This research can be as a the starting place of knowledge about English and it can increase collections in library. Hence, the students who have curiosity this writing, so the students will read this research to improve their knowledge in writing skill and give them inspiration and motivation.

d. For Researcher

It can give an experience in teaching writing descriptive text by using tourism object which is appropriate and effective in teaching writing skill.

e. For the other Researcher

It can give the view to the other researcher that the research has contribution in teaching writing.

E. Limitation of the Research

The content of the video is tourism object in the students' town. It is Sarangan Lake. The duration of the video Sarangan Lake more less 3 minutes. It was shown to the class 6 times. The difficulties of the students were the mastering of the vocabularies and also lack of background knowledge so they found some difficulties in writing descriptive text. The subject of the research was the tenth grade of accounting 2 of SMKN 1 Geger Madiun in academic year 2013/2014. The number of the students are 32

students. The ability of the students understood the video that was shown relative enough to create in writing descriptive text.

F. Definition of Key Term

The researcher defines some key words to make it clear and easy to understand. They are as follow:

1. Writing

Writing is a method of representing language in the form of letters, symbols, or word through the visual medium as mark on paper.

2. Writing skill

Writing skill is specific ability which helps write to put his thoughts into words in a meaningful form and to mentally interact with the message.

3. Tourism object video

Tourism object video is a audiovisual which content presenting picture and voice concurrently about tourism object.

4. Descriptive text

Descriptive text is a text which describes a particular person, animal, place, things or event.